

The School Journal.

Entered at the New York Post-Office for transmission through the mails as SECOND-CLASS MATTER.

Established 1870.

THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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TERMS.

\$2.50 per year; \$5.00 a year if paid in advance.

E. L. KELLOGG & CO., Educational Publishers,
21 PARK PLACE, NEW YORK.

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New York, May 31, 1884.

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK because there are things that must be said NOW.

THE next annual meeting of the New York State Teachers Association will be held at Elmira, July 9th and 10th. Let every teacher in the Empire State bear this in mind; let him come and bring his wife. There ought to be one thousand in attendance, for a good bill of fare is in preparation.

"Most persons reject the privilege, but it is really possible for one to grow." Thus spoke Margaret Fuller, herself from the ranks of the teaching profession; and it is the feeling of all persons who would act upon others and cause them to germinate, enlarge and attain maturity. A teacher and not a growing teacher! The thing is not possible.

THE American Institute of Instruction, holds its annual meeting at Cottage City, Martha's Vineyard, Mass., beginning Monday evening, July 7th, and closing July 10th. It will be a great meeting. See particulars elsewhere. From New York to Martha's Vineyard and return, \$5.00. At the close of the Institute, the Martha's Vineyard Summer Institute begins and lasts for six weeks; the Pedagogical department under Prof. Straight. Low hotel rates.

THERE are many in the schoolroom who are very well content to let things go as they are. One such said the other day; "I guess the kind of schools that educated Daniel

Webster and Henry Clay are good enough for me." We don't believe that the schools educated these men; they did very little for them; nature was strong in them and educated in spite of defective schooling; the tendency of nature is to educate. We claim that man should aid not obstruct these tendencies.

NO BETTER nor more practical subject could be devised, for discussion at the State and National Educational Association this summer than the proper naming of the grades or classes in our city public schools. At the West the St. Louis plan prevails extensively; the young child enters the first grade and passes through this into the second and so on in the primary school, there are four grades in this school and four in the advanced primary (grammar) school. At the East all sorts of ways of designation are in use. It would aid if there was uniformity.

THE summer is just about to come upon the teacher and what will he do then? We do not propose he shall take a trunk full of books to the country and spend the time he should devote to recreation to accumulating solid blocks of knowledge. Let one who is tired and needs rest, take rest, but there are thousands that will want to put themselves on a higher and better plane of living and teaching, during the school year that will open next September; what shall such persons do? It is a most important question and is worthy of careful thought.

THE notices of institutes come fluttering in by every mail. There are to be more this year than ever before, evidently; and we believe they will be better than ever before. But there will be many poor ones. The institute that proposes to drill up the students so they will pass an examination—is no institute at all. *The institute is a short-term school of education.* To get teachers together and drill them up on rules of grammar, geographical information, etc., is all well enough, but don't call such things institutes, call them "teachers drills." Let the institute be an educational school and make it a good one.

A GREAT injustice is done in schools where the primary departments are crowded, while the higher departments are small. In many towns over a hundred little children are put in one room and placed under the charge of one teacher. The people are blind to this unjust practice; they do not see the fearful loss of time and opportunity; the school-officers are ignorant as they; the teachers must accept the situation or go without work. Is there no remedy for this? Is there no one to protect the children? Is there no one that will show the waste there is in this. Let the teachers do it at all events.

THERE is a growing sentiment against placing incapable and inexperienced teachers over the destinies of the helpless chil-

dren. County officials are responsible; it is possible for them to raise the standard of qualifications for teachers without damaging their chance for holding office. They can establish training schools in which teachers can gain experience without experimenting upon precious minds. Teachers are more willing than before to improve as is shown by the numbers who are flocking to summer schools to study education during their vacation; instead of taking the rest they need, and by the constantly increasing demand for educational periodicals and professional literature.

THERE are teachers who enter the schoolroom with newness in them each day; they put the truths to be learned in a new aspect to the pupil. The reason of this is that these persons have consecrated themselves to the good of the child and not of the textbook. That teacher who says day by day to her children, in her thought and secret heart, "Let the children come to me. I will preserve their child-like natures. I will nourish the germs of the sweet and the beautiful in them. I will make their lives happy. I will teach them to seek for knowledge as for hidden treasures. I will encourage their instinctive desires to create, to build. I will put before them for imitation kind ways of speaking and acting. I will sing cheerful songs with them, and I will teach them the words of our great poets. I will show them the wonderful things in nature, and I will make the schoolroom a place of delight"—will find her children looking at her, watching her every step, desiring to hear her voice and her messages to them, will seem fresher and newer than the messages of one who is thinking "how shall I make those children sit still."

THE New Educationists are not partisans, they are for the TRUTH, said Col. Parker to his students upon the New Education. "I want the truth, I am seeking for that." These were grand words and the thought arose: Do those students of his comprehend their teacher?

In the same view exactly Dr. Deems spoke concerning Christianity. "If these things are not so I want to know it; I believe them because they are true. If they are not true let the result be what it may, I want to know it."

This is the only position that can be taken by a thoughtful man. Is the New Education based on the eternal principles of truth? If it is only another *ism*, if it is some quick or neat method to force "the young idea how to shoot" then away with it; it will come up like Jonah's gourd and soon wither away. Hence, the thing to be sought of Parker is not Parkerism, but Parker's grasp of educational truths. Does he seize upon these? Now we have asked the question we will answer, though this was not introduced when this note was begun; we think he comprehends and teaches educational truth better than any man we know—at present.

For the SCHOOL JOURNAL.

EDITORIAL CORRESPONDENCE.

The heaven of the New Education is at work in Chicago and its vicinity. The arrival of Col. Parker at Normal Park set many to thinking and talking—especially the talking; and they are talking yet. They do not criticise his felt hat as they did in Boston, but many of his statements are severely criticised. He took pains to say that examinations were acominations, very soon after his arrival, and this has been charged upon him as one of the seven deadly sins. Col. Parker seems well-fitted to cause a disturbance in the so called educational circles.

At the last meeting of the Cook Co. Educational Association he gave his views upon the teaching of Arithmetic, and was quite bitterly assailed by Mr. Charles Parker, his cousin, Principal of the Oakland (Chicago) schools. It seems that all the Parkers have not taken the infection of the New Education. Mr. Bright, Principal of the Douglas (Chicago) School, came to the rescue of Col. Parker, and left a strong impression on the assemblage. Mr. B. will be heard of a good deal hereafter, we suspect.

Col. Parker has made a good beginning; it is not plain sailing for him, by any means. The people of Normal Park are divided in opinion, I find; the more intelligent seemed to be ready to let Col. Parker conduct the schools in his own way; others declare "the children don't study their books enough; they ought to get more lessons." But progress is being made; the younger class of teachers, especially, are adopting the New Education methods as fast as they can find them out. During the coming summer all who understand the "Quincy Methods" will be sought for to teach them. Last summer a school board asked for two "Quincy teachers," willing to pay \$1,000 apiece for them. They have had them a year, and think it was a good investment. Another, who spent but a short time at Quincy, has \$1,000, and is to carry on an institute. The fact is, Quincy has been "cleaned out" of teachers over and over again, and its school board are disgusted with the eagerness of other towns to get away their teachers. What does this indicate? There are wisecracks who say there is nothing new in Quincy, and yet "Quincy teachers" bear a premium. If there is nothing new in the "Quincy Methods" why did not these wisecracks start up a similar interest? A. M. K.

For the SCHOOL JOURNAL.

LETTERS FROM NORMAL PARK.—XXVII.

THE POWER TO DO WORK.

When a pupil has gained the "power to do work," as Col. Parker understands that term, the pupil is ready to accept a diploma. "The getting of the thought" is the corner-stone upon which the superstructure, "power to do work, is built." The elements entering into the material of both furnish the strength which in the completed building shows as the grand whole, "Character." In a former letter I attempted to show what is understood by the "getting of the thought." In this letter I shall attempt to explain what is meant by the expressions, "power to do work." If a boy wishes to become a carpenter, a machinist, a tradesman, he enters a carpenter's shop, a machine shop, or a store, and through the term of an apprenticeship learns to do the things necessary to be done in order to fit him for his chosen vocation.

According to the definition of education, viewed from the standpoint of the New Education, the development of character, he does not come forth educated. Neither is he educated judged from the point of view of the Old Education, namely, the acquisition of a certain amount of book-knowledge. It is asserted by some that this power to do work must be termed education; but it must be noted here that it is power to do one kind of work, not all kinds. (It is not meant that the possession of sufficient skill is obtained to do everything; skill is gained only after long and patient practice.) Just what is meant is this: the cultivating of the will to such an extent that when a person has a duty to

perform, physical or mental, he has the power to get himself resolutely in the direction of that duty and to perform it to the best of his ability. Of course, it will be apparent that to possess this power, the person to be educated must have an average mind. To be trained as a teacher he must have certain characteristics of body and mind as shall make him a suitable subject for training. As the concrete is always better than the abstract for explaining things, a few illustrations will be given, evolved from the "Course of Technical Training for Teachers," used in the school. This course is as follows:

1. *Bearing*:—Carriage.
2. *Voice*:—Singing, talking, reading, articulation, slow pronunciation.
3. *Gymnastics*.
4. *Writing*:—Forms of letters, shoulder movement, blackboard work.
5. *Drawing* from models, sketching on blackboard.
6. *Geography*:—Drawings and models of continents, natural divisions, political divisions.
7. *Industrial Work*:—Making of models and apparatus for use in teaching.

This is the course of *technical work only*, as mapped out for the senior class this year. It will be observed that *bearing* is placed first in the list, and is here considered of the highest importance. Thus, the teacher who goes before his class, in poor health, cannot have a correct bearing or carriage; nor if he possess slovenly habits of dress or appearance; nor if he have uncouth mannerisms; nor if his position in standing or sitting be such as to disagree with the laws of health; nor if he use incorrect language. Now, the gaining of this bearing and carriage cannot fail to give the possessor power—power to work, physically and mentally. In attaining this power the will must, of course, be called into exercise, and continually called into exercise, until it becomes a habit with the person to exercise his will in this direction. The result is an improved bearing, if not a perfect one. The bearing then assists in reacting upon the will, and the will upon the bearing.

The power to accomplish this one thing will, of course, be so much power gained to accomplish other things. The great element in the successful attainment of this end, as indeed of all the ends which the senior class are advised to attain, is that of *voluntary effort*, or *self-control*,—perhaps the term *self-propulsion* might be used. Thus it is not said to the class: "You must carry yourself so-and-so; you must practice singing, talking, reading, articulating, so often; and you must pass an examination in the same at such-and-such times, or fail to graduate; you must go through with the gymnastics so many times a day; you must practice on forms of letters every day, both on the board and paper, making so many letters, and all with the shoulder movement; you must present so many drawings of models, which must reach a certain per cent. of our standard, or fail to pass in that branch; you must do so-and-so in Geography and Industrial Work, or fail to graduate." No. The class is *guided*—not led or forced—upon the principle that what does not spring from within does not spring at all. So, to this leaving alone process is due in great measure, the independence, originality, and the power to hold one's self which the students of this school are getting a reputation for possessing. Can any one doubt that such self-government can fail to be of life-long service to the one having it, whether he be a teacher, lawyer, farmer, tradesman, or what not? But, it may be asked, if so much liberty is given to the pupils, is there not great danger of the younger ones, especially, abusing their privileges? Thus far they have not done this, so far as the writer knows. As a rule the members of the class are here in a professional capacity, to fit themselves for their life's work. The magnetism, enthusiasm, and personal influence of the principal and other teachers, go far in influencing their minds into the right direction of work. The conditions of growth are placed before the class, in the way of good teachers, wise counsel, and the material to work upon, as well as

the tools to work with. The student who, under these favorable circumstances, will not stretch forth the tentacles of his mind and absorb the strength of the soil, is advised to go into some other kind of business, and that is all there is about it. It will readily be perceived that what has been said of bearing can be said with equal force of the cultivation of the voice, of gymnastic exercise, and of the other branches of work mentioned. Has any reader of the JOURNAL ever noticed, in his own experience or that of some one else, this fact, that so long as himself or the other person was led through, or forced through a course of study at school, he would get his lessons and do the work assigned, and even creditably, not saying anything about the power to think? And has the reader noticed, further, that when this same person left that school he quickly gave up his custom of study and reading, and rapidly sank into a kind of mental lethargy? The writer has noticed it frequently. What other cause for such conditions can be assigned, except that the mind had not been trained to *think in things*, and *had not learned to control itself*? The other day I witnessed a lesson in writing given by Col. Parker to the pupils of the Second Primary room. This is the way it was done:—

Col. P.—"How many soldiers do I see this morning?" (Said in a brisk, pleasant way, and with a smiling face.) Immediately the fifty pupils are sitting erect, feet squarely placed on the floor, hands folded on the desk, and all looking intently at their teacher.

Col. P.—"I am going to see now many guns I can capture this morning. Ready! Hold pens in your right hands. (All hold them up above their heads.) Ready! dip! (All pens enter the ink-wells.) Ready! write!—left, right, left, right—beautiful! beautiful! Steady! steady! I see a gun that I shall get. One boy is not writing on his nails. One girl is out of position. Ah, I've got this gun (taking a pen from a boy who had grown a little careless). Sit up, Master T—, and fold your arms, for I see you cannot control yourself." And thus the lesson proceeds, the pupils learning quite as much about the importance of controlling themselves in the world as they do about the necessity of doing neat work in their writing. This spirit pervades the whole school. I. W. FITCH.

EXAMINATIONS.

Teachers will soon be preparing examination papers and marking per centages. They wish to measure the pupil so as to decide whether to promote him or to send him back over the ground he has just levelled. This is an important matter to the pupil. To send him back may discourage him; your action may be a turning point in his life. You know this and will act warily. But your sympathy is not the point to be considered. It is, What is the standard of measurement for the pupils? Is it ability to recall facts or is it the possession of power. Shall the pupil who can state causes and consequences of the late war be kept back, because he can not remember when gold was discovered in California? Shall he who can tell why Massachusetts wants a protective duty on cloth; and why South Carolina does not; be considered inefficient if he fails to bound Griqua Land, and name all the cities on the Mississippi River.

If the teacher has done his work well he may expect a marked improvement in oral and written expression, neatness, increased rapidity, accuracy, skill, and neatness in number work; greater readiness in tracing cause and effect; increased power of observation; more use and control of the classifying and generalizing powers; more self control; a better judgment; more interest in what man has done and is doing; a better sense of what is right and what is fitting; more readiness to respect the wishes of others; more industrious, intelligent co-operation with the teacher in his efforts.

These are a few of the grounds for believing that the pupil should enter on another and different stage of work.

He has been using his memory and it ought to have considerable in it, but if his memory is his all; he has wasted his time.

For the SCHOOL JOURNAL.

SUGGESTIONS.

For the sake of your own health have plenty of fresh air in the school-room and supplement the allowance by taking plenty of exercise in the open air.

Do not tie yourself to the work of overlooking and correcting so many papers outside of school-hours. Have just as little of that kind of work to do as possible, else you will become "old and waspish and silly and gray-haired and tame and insipid and crotchety," when you should be cultured and vigorous.

Save the minutes; as many are lost by droning as by idleness. When you rest—rest; when you work—work, don't drone.

Let the girls bring samples of all kinds of woolen fabrics. Give lessons upon the source of the material, the durability of it and the fastness of its colors. Teach the children to tell good qualities from poor ones,—a useful lesson for actual life.

Let the boys bring samples of various wood, from the woods, the carpenter's, the cabinetmaker's and the wheelwright's. Cut them and split them and break them to show their quality. Let them find out for what use each kind is best adapted. Tell them all you can about the foreign woods. In the spring let them bring all kinds of seeds, give lessons upon the culture of each plant and its desirable qualities as an article of food.

Collect these articles from every source, give lessons upon them which the children can see will be useful to them. Arouse their curiosity and set them to work to satisfy it. Awaken their minds.

The teacher who aims only to train the mental to the neglect of the moral and physical nature of the child, produces a one-sided character, a crippled mind. A man was lately hung in England, who declared on the scaffold that he owed his hanging to knowing too much. He had not been taught to control his desires and knowledge only gave him more to control.

A good general exercise is to write on the board a choice piece of poetry and after a little study of it have the children repeat it in concert until they have committed it to memory. This exercise will take the place of singing when the teacher is unable to sing, and in this way many of our choice poems and gems may be stored up in the minds of the children.

For the SCHOOL JOURNAL.

PRACTICE VS. THEORY.

By J. C. B.

A visit was paid some time since to a school whose principal had presented, on various occasions, well-written papers before educational gatherings. His assistant, a man of decided ability, was leading a class of young men in their first assault on the Binomial Theorem, and it was done in this way:

"Write down a plus b , in a parenthesis, second power; now put the sign of equality; now write a square plus $2a$ plus b square. Now I will read it: The square of a plus b equals a square, plus $2a$ plus b square. Now you may all try it."

The class tried it, and after some practice, read it with as much comprehension, probably, as if it had been the Egyptian characters on the obelisk. The class was next told to write b plus c on their slates, in a parenthesis, exponent 2, sign of equality, b square, plus $2b$ plus c square. This was duly "drilled in," and then they were dismissed.

After the usual greetings, this teacher at once said:

"I know perfectly well that is a poor style of teaching, but it seems necessary."

"Why?"

"Well, the principal has a great reverence for thoroughness; in fact, he has a reputation for thoroughness, and he thinks the surest way is to drill in the truths that must be learned at the very outset. He says this is contrary to theory, but that practice bears him out."

"And what do you say?"

"Well, I agree with him that for solid results the plan is a good one; it does not seem to be the correct thing. I want the boys to have something to say if they are called on to define the Binomial Theorem; any man who should ask them about the Binomial Theorem and should hear them say, 'The square of a plus b was a square,' etc., would say they knew about it, would he not?"

"Would a judicious educator respect your methods, even though he found the Theorem in your pupils' memories?"

"That is what troubles me. I am nervous when any one inspects my methods."

"How do you feel when your pupils repeat their remembrances, or when they jumble them sadly—showing that they are mere parrots in either case?"

"Well, we are often made ashamed of our work: but what are we to do? The parents of these young men want them got ready for college; we cannot be blamed if we do it in the quickest way possible."

This is probably the state of mind of thousands of intelligent men and women all over the country. Such a statement of the reasons of their course would be made by them—they throw it on the public, or on the grade, school or college above. What should these teachers do? They do not want to risk their places, nor their reputations.

In reply, it may be asked: Are they sure that sound theory will not produce as valuable results as the practice they follow. We believe it will. The schools are not aiming at education at present, but at wordy results; but educational processes will also yield results—will yield power that can be expressed in words. Let us educate, at all events, results or no results.

THE State Farm of Rhode Island offers a suggestion as to what might be done for the bad children of our public schools, whose reformation would be doubtful in the present "Reformatories." The farm consists of five hundred and eighty acres in Cranston, for the State Prison, Alms-House, Insane Department, House of Correction, and the Reform School for boys and girls. Within the last four years thirty-four acres of cold, rocky, boggy land have been changed into a garden. Last year the farm yielded 12,000 bushels of vegetables, 500 bushels of corn, 110 tons of hay, and the silos were filled with 250 tons of ensilage for eighty head of cattle and fourteen horses. If in every town there could be established a "Home" on a similar plan, for the troublesome children of the town, and one or two wise men or women found to take charge, the probabilities are that many of them could be reclaimed. Of course, everything would depend upon the superintendents of such an institution; they would need to be possessors of almost unlimited wisdom, patience and tact; but there are a few such people in the world. The institution could be made almost self-supporting by the products of the children's labor, which could be made voluntary on their part by giving them an interest in the results. No costly building would be put up. Any ordinary farm-house could be made suitable for a beginning, and alterations made as necessity arose. Cannot a good man be found in each county—a farmer—who would be willing to enter into some such plan in a business way, either letting his farm to the managers of the "Home," or opening his doors to the institution, making due arrangements for board and labor?

THERE are many who say: "We don't want theory, we want practice. When we attend educational meetings we don't want to hear fine theories from those who have had little or no experience. We want to be told the best methods of teaching reading, writing and arithmetic, and how to manage our schools." The expounder of theories fails to edify his hearers because he does not show them how to apply principles; and he who recommends certain methods because he has produced satisfactory results by them, fails because he does not show the principles themselves. We do not want a mass of imitators in our school-rooms. We want teachers who know *what* to teach, and *why*, and *how* to teach, and *why*.

GEMS FROM JOSEPH PAYNE.

Jacotot held that the function of the teacher is that of an external moral force, always in operation to excite, maintain and direct the mental action of the pupil,—to encourage and sympathize with his efforts, but never to supercede them.

Instead of serving up to the pupil barren and lifeless truths, we should lead him to the stock on which they grew, which sets him on the track of invention, and directs him into those paths in which the great authorities he follows made their own discoveries.

What teacher but Nature makes the child an embryo experimental philosopher. He lays hold of objects within his reach, conveys them to his mouth, knocks them against the table or floor, and by performing such experiments incessantly, gratifies, instructs, and trains the senses of sight, touch, taste, smelling, and hearing.

The elementary pupil cannot, if he would, comprehend the metaphysical distinctions and definitions of grammar. They are unsuited to the stage of his development, and if violently intruded into his mind, they cannot be assimilated to its substance, but must remain there as crude undigested matter until the system is prepared for them.

In the great bulk of our teaching the native powers of the pupil are not made the most of; and hence his knowledge, even on leaving school, is too generally a farrago of facts only partially hatched into principles, mingled in unseemly jumble, with rules scarcely at all understood, exceptions claiming equal rank with the rules, definitions dislocated from the objects they define, and technicalities which clog rather than facilitate the operations of the mind.

The child sees a bright and attractive object near at hand. Nature whispers: "Find out what it is. Touch it." He puts his fingers obediently into the flames and burns them, and thus makes an experiment, and gains at the same time an important experience in the art of living. He does not feel quite certain that this may not be a special case of bad luck. He therefore tries again with the same result. And now reflecting maturely on what has taken place, he begins to assume that not only the flame already tried, but all flame will burn him—and thus already perceiving the relation of cause and effect, he is already tracking the footsteps of inductive philosophy.

Nature presents the child with material objects and facts, or things already made or done. She does not invite him before he knows in a general way the whole object, to observe the constituent parts, nor the manner in which the parts are related to the whole. She never, in condescension of his weakness of perception, separates the aggregate in its component elements—never presents these elements to his consideration one by one. He learns to read in the book of Nature first some of its separate sentences, then its phrases and words, and, lastly, a few of its separate letters.

Jacotot's style of teaching was not to pour forth a flood of information on the subject under attention from his own ample stores, explaining everything, but after a simple statement of the object of the lesson, with its leading divisions, he boldly started as a quarry for the class to hunt down, and invited every member to take part in the class. All were at liberty to raise questions, make objections, suggest answers, to ask for facts as the basis of arguments. During the discussion the teacher confined himself to asking questions, to suggesting now and then a fresh scent, to requiring clear statements and mutual courtesy; but of teaching in the popular sense of the term, as consisting in the authoritative communication of knowledge, there was little or none. His object throughout was to excite, maintain, and direct the intellectual energies of his pupils—to train them to think. The lesson was concluded by summing up the arguments that had been adduced, and stating clearly the results obtained.

Our content is our best having.—SHAKESPEARE.

THE SCHOOL-ROOM.

FOR THE SCHOOL JOURNAL.

PLANT LESSONS—NO. VII.

BY ANNA JOHNSON.

STEMS.

The teacher should be provided with pieces of wood or stems in which the pith, wood and bark are distinctly seen; also pieces of bamboo, rattan, palm, (the stem of a palm leaf fan) Indian corn or sugar cane, and straw.

When these cannot be procured, drawings of transverse sections of exogenous and endogenous stems should be made. (These may be copied from botanies.)

Examine the exogenous stems first, as the parts are more clearly defined. Touch the bark and ask the children to give the name, or ask some one to touch the outside and name it. Ask some one to find the part we would use in building. What do we call it? Let them see if they can find another part. A young stem may show the pith more distinctly. If any of the boys have ever made whistles they will know what part they have cut out. Have them repeat and find the three parts of the stem and state the situation of each. Let them feel of the bark and look closely at it, and state all they can about it. Ask them to look at the wood and tell what they notice in it. Do any know what these rings mean? Which do you think is the newest wood or grew last? Which the oldest? Where then does the new wood grow? Where is each year's growth in reference to the last or old wood? Illustrate, by placing things inside and outside of a box.

Now draw attention to the endogenous stems, and ask if they look like the ones just examined. How are they different? Can you tell the pith and the wood? How are they arranged? Where do you think the new wood grows in them? If they do not know, tell them it grows inside, the oldest wood being outside. What kind of growers may we call these stems, since the new growth is inside? Where did the new wood grow in the other stems? Then what may we call them? Name some trees that are outside growers; some that are inside growers. Write a list of each.

Show the straw; ask what they notice about the inside. Tell them that some of the inside growers have hollow stems. Show pictures of both classes of trees and plants, and let them notice the difference in their growth; the inside growers being tall and erect without branches, and having most of the foliage on the top; the outside growers branching in all directions.

Refer to the two classes of seeds. Ask to which class the corn belonged. To which class of stems does the corn belong. Seeds that cannot be divided make inside growing plants.

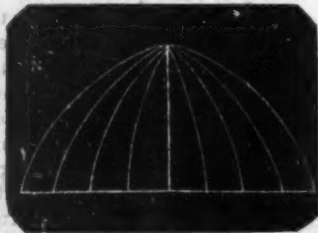
To what class of seeds do the common trees belong? Seeds that can be divided make outside growing plants?

FOR THE SCHOOL JOURNAL.

DRAWING LESSON.—NO. III.

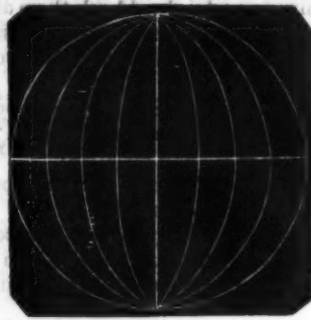
Draw the following figure on the board, 1 foot in length, with a vertical line through the center. Provide pupils with slates or paper, and rulers.

"How long do you think is the vertical line through the center of this figure?"

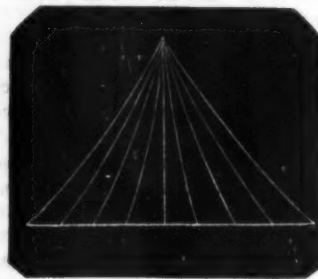


Let them give their estimates in inches. Get an estimate from each one; after two or three opinions have been expressed, ask all who agree with the first to rise, the second, etc. Then let some one step to the board and measure.

"You may draw the vertical line on your slates four inches in length. How long is this compared with the one on the board? Divide it in four equal parts by dots.

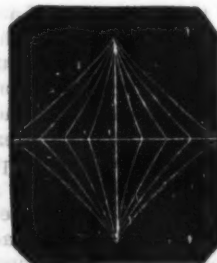


"How long is the horizontal line 1 on the board? How long must it be on your slates? Where does it cross the vertical? Draw it and test. How long is the line 2 on the board? How long must it be on your slates? Draw it. How long is 3? Draw. Point to the right extremity of 3. Draw to left of 1. Number it 4. Point to left of 3. Draw to right of 1. No. 5. Continue line to left of 2. No. 6. Point to right of 1. Draw to right of 2. No. 7. How long is the line 8? 9? How far apart are these on the board? On your slates? Draw 8. Draw 9. Connect at the right. At the left. How far from the right extremity of 3 is it met by the line 10? By 11? How far will this be on your slates? Place dots where these lines will come. What kind of a line is 10? 11? Which way does 10 curve? 11? Draw 10. Draw 11."



A few of those who have good figures may be allowed to place them on the board. They may be allowed to ornament them in any way they choose. Others may be allowed to work at the board at the next lesson, while the class work on slates.

Some difficulty will be found in making the curved lines. Both will not bend alike. Give the pupils practice in making corresponding curves. The following figures illustrate a few exercises that may be used:



Draw a horizontal line two inches in length. Mark off the quarter-inches by dots. Erect a perpendicular one inch in length, above the horizontal. From first dot to the left of perpendicular draw a left curve to top of perpendicular. From first dot to right of perpendicular draw right curve to top. Notice whether these bend alike, or whether one is closer to perpendicular than the other in any place. Then from the second dots draw curves and so on. Draw another horizontal and vertical like the first. Draw curves bending toward perpendicular. Draw horizontal, as before. Draw vertical through the center one inch each side of horizontal. Draw left curve from top of perpendicular to first dot on left, continue left curve to bottom of perpendicular; repeat at the right. Notice the correspondence of the curves. Repeat through each dot. Draw another with curves bending toward perpendicular.

FOR THE SCHOOL JOURNAL.

STUDIES IN NATURE. II.

Classification is the basis of all knowledge, hence the teacher will teach the children—i. e., lead them to learn—how to classify. The material furnished by Nature is admirably adapted to this kind of work. The teacher must constantly remember that he is not to tell nor to show; he is to be an invisible force impelling the children to learn for themselves. When they have found a new thing and want a name for it, the teacher gives them the name. Thus, in an excursion to the woods in May, the teacher may suggest that some interesting things will be found on the willows, oak, or sweet-fern. The teacher may specify but one for the search—the one most favorable for a discovery of the catkins. Suppose they find catkins of the sweet-fern. The teacher says: "These are the flowers of the sweet-fern—catkins they are called. How many are there on one stem? Are the two alike? Examine them carefully and state what you notice." "One contains pollen and the other does not." "What have you learned about pollen?" (If lessons on the parts of simple flowers have preceded this, the pupils will be ready to proceed with the catkin.) "Have you found the young seeds in these flowers? If so, what question do you wish to ask?" "How the pollen can get to the seeds?" "I will also ask a question: Why are these flowers without bright colors and sweet perfume? See who can find an answer to both questions." If the catkins are not fairly open, and no one can answer these questions, place them in water for a few days. When they begin to burst, show how easily the dust is blown about. State the first problem again, and the answer will be readily suggested. State the second, and ask them to remember the use of brilliant color and perfume. Nature never creates useless things. When the wind can serve to carry about the pollen there is no need of insects. Summarize the information gained, and ask them to write down all they have observed about catkins, also to make a list of all other trees or shrubs upon which they have observed catkins.

Distribute buttercups, lilacs and syringas. Ask the children to tell all they can about the parts of the buttercup; to compare it with the lilac, and state differences. If they fail to notice the complete separation of petals, ask, "What difference in the shape of the parts? Compare the number of parts. Compare number of parts in buttercups with those in syringas. In what respect does the buttercup differ from both of the others? Break the stalk of each, and touch the tongue to the stalk. In tasting the juice of plants always be careful not to swallow any, as some plants are very poisonous. In some plants closely related to buttercups the juice will make blisters. It is said that beggars in London use them for this purpose so as to make themselves more pitiable. Name three ways in which buttercups differ from lilacs and syringas." If possible procure specimens from which the corolla has dropped; ask, "What part of the flower is left? What does the shape of the collection resemble?" There are a number of flowers which belong to the same family as the buttercup. They all resemble it in the color and taste of the juice, in having all their parts separated, in having many stamens and pistils, and in the thimble-shaped form in which the pistils are left upon the stalk after the flower decays. Bring as many specimens as you can find which are like the buttercup in these four things. Bring complete specimens, that we may compare the roots, stems and leaves with each other. Some of these you will find in damp places. A man named the whole family after something he saw while collecting specimens that grew near in a marshy place. Perhaps you will see it, too, and can find out the name of this family of flowers.

MR. STANLEY is on his way from Africa to England. In four years, without war, he has set up a chain of trading stations from the eastern coast of Africa to the western. All are under the flag of the International African Association.

For the SCHOOL JOURNAL.

GEOGRAPHY LESSON.

ARABIA.

The following facts may be read to the class after they have studied the country from text books, and may be afterward written out—one pupil writing the topics on the board during the reading, with a few "catch words" to assist the pupils in recalling; or it may be given as a topical exercise.

Ancient geographers divided Arabia into three parts: Arabia Petraea, or the Rocky, between Palestine and the Red Sea; Arabia Deserta, southeastward from Petraea to the Euphrates and the Persian Gulf; and Arabia Felix, or the Happy, the shores of the Red Sea and Indian Ocean. It is now divided into eight provinces: (1) The Sinaitic peninsula, which corresponds nearly to ancient Petraea; (2) Hedjaz, the land of pilgrimages, extending along the Red Sea, in which are the sacred cities of Mecca and Medina. The inhabitants depend for a livelihood upon gains from Moslem pilgrims. (3) Yeman, occupying the remainder of the Red Sea coast, comprising the most fertile portions of the peninsula. There are rocky hills in the interior where the celebrated Mocha coffee grows. The climate is healthful. A sandy belt of this portion, extending along the coast, bears evidence of having once been the bed of the sea. The soil, which is worthless for cultivation, contains various marine fossils and large strata of salt. (4) Hadramant, forming the southern portion of Arabia, contains many fertile valleys; it was formerly famous for its frankincense. (5) Oman, lying between the Persian Gulf and the Indian Ocean, is bordered by the Bay of Bahr-el-Banat, the most productive pearl fishery on the Persian Gulf. The Sultan of Oman has become well known by his efforts to extend the commerce of his country. (6) Ahsa, along the west coast of the Persian Gulf, is subject to earthquakes and contains many hot sulphur springs. Cloaks, shawls, gold-lace, swords and daggers are manufactured here. (7) Nejd, the largest division of Arabia, is a fertile plateau in the central part, broken somewhat by mountains and valleys. Iron and copper is found here, and the finest breed of Arabian horses. (8) Shomer, consisting of three mountain ranges, is separated from Nejd by a strip of desert. Many cattle are raised here, also grain, dates, and other fruit.

About one third of Arabia is covered by sandy deserts. The sand is red, and, thrown up in mounds by the wind, often looks like a fiery sea. Ophthalmia is a summer disease, produced by the glare of the sand and its constant presence in the atmosphere. A species of leprosy is also prevalent, owing to bad quality of food and water. In the central portions of Arabia are remarkable sand gulfs—large pits filled to the brim with fine white powder. A traveler once attempted to sound one with a sea lead, but it sank so rapidly he was obliged to let go the line, which was of considerable length.

Arabia has no rivers, the streams which rise in the mountains are mostly lost in the sand before reaching the sea. Some form deep ravines and reach the sea when swollen by rains. Some find a passage upon the clay underneath the sand, and discharge into the sea at some distance from the shore. A traveler relates that at certain points near the coast, sailors would spring overboard with goat-skins and bring up fresh water from below the surface of the sea.

In the desert the thermometer is generally above 100 degrees F. during the night, and rises higher than 110 degrees during the day. Near the Euphrates it frequently reaches 132 degrees under the tents.

The mountains of Arabia consists of porphyry, jasper, quartz, sandstone, alabaster, basalt, marble and limestone. Blue alabaster, agates, carnelians, emeralds and onyx stones are found. Only small portions of Arabia can be cultivated, but it is famed for many of its vegetable products, among which are aloe, palm and date trees; the *acacia*, which yields the gum arabic; coffee trees, which yield the Mocha coffee; balm trees, which furnish the fragrant balm of Mecca, and the *olibanum*, or frankincense. The durra, a species of millet, fur-

nishes the chief article of food to the villagers. Little plowing is done, but artificial irrigation is practiced extensively.

Arabia is the native land of the camel, dromedary and horse. Locusts are numerous, often destroying the crops, and other injurious insects abound.

The population is estimated at 15,000,000, seven-eighths of which are Arabs. They are indolent, deceitful, treacherous and prone to robbery, but at the same time courteous, sociable and easy in manners.

According to the Arabic tradition, Bilkis, one of the queens of Yeman, was the famous queen of Sheba who visited Solomon. This is probably true, as she was "from the south," and brought "gold and spices." There are ruins in Arabia which give evidence of a former greatness.

Their famous prophet, Mohammed, was born at Mecca about 570, and buried at Medina. No Christian is ever allowed to enter either of these sacred cities. One or two Europeans have succeeded in entering under the disguise of Arab merchants. They say that the famous "Black Stone" which the Moslems believe was brought from heaven by the angels, is a piece of lava, or an aerolite. It is worn smooth by the devout kisses of the pilgrims, two hundred thousand of whom visit Mecca every year. The tomb of the prophet is in a large mosque in the center of Medina, but not even a Moslem is allowed to look at it, as "he would be instantly blinded by a flood of holy light."

For the SCHOOL JOURNAL.

LANGUAGE LESSON.

The teacher keeps in a blank book a list of common errors in speech, especially those most frequently made by the pupils. In order to correct the habit of using these, the children must become familiar with the correct form; they must use the proper form frequently. As soon as the teacher has found ten incorrect expressions upon the list an exercise something like the following is given:

All are provided with writing material. The teacher having in mind the expression "haint," says: "John, give me that apple you have in your hand." John will probably say: "I haint got any apple;" or, perhaps: "I haven't any apple." The teacher says: "Who can improve upon John's sentence?" or, "Who can say that better than John did?" "I have no apple." All write the sentence, I have no apple. Mary, take that ball away from Kate. "Kate hasn't any ball." That is a very good sentence. Henry may write the word "hasn't" on the board. Why do you place the apostrophe between *n* and *t*? All may write the sentence. Perhaps some one would prefer to give it in a different form. "Kate has no ball." How many prefer it that way? Then cross out the other, and write: "Kate has no ball."

The teacher, thinking of the expression, "Who did you see?" says: I went to the city yesterday. I saw some one you all know. What do you wish to ask me? "Who was it?" I wish you to use the word *see* in your question. "Who did you see?" No, you have used a wrong word; who will correct this? "Whom did you see?" That is right; write it down. (If the class is far enough advanced, the reason for using *whom* may be developed; if not, simply give them the correct form.) Who can give a sentence similar to this? If no one thinks of one, suggest the words *tell*, *ask*, *walk*, *with*, etc. Have several similar ones given and written. I saw a girl bring some flowers to school this morning. Who was it? Let the girl answer. "Me." Give a complete sentence. "It was me." Did Mary answer correctly? "She should have said, 'It was I.'" John, who was it that brought the flowers? "It was Mary." Yes, I wish you to answer the question—using a pronoun instead of Mary's name. "It was her." Who will correct this? "It was she." Write it. Suppose Jane should be taken quite sick, and suppose there was a lounge in the room, what would you advise her to do? "I would advise her to lay down." Who will correct William's sentence? "I would advise her to lie down." Write this. You may speak to Mary, now, just as you would in such a case. "Mary, you had better lie down." That is good; write it. At the close of the lesson the class may re-write these sentences, adding to each one, three, or four similar ones.

FOR THE SCHOLARS.

THE BOYS WE NEED.

FOR RECITATION.

We need the boy who's not afraid
To do his share of work;
Who never is by toil dismayed,
And never tries to shirk.
The boy whose heart is brave to meet
All lions in the way;
Who's not discouraged by defeat,
But tries another day.
The boy who always means to do
The very best he can;
Who always keeps the right in view
And aims to be a man.
Such boys as these will grow to be
The men whose hands will guide
The future of our land; and we
Shall speak their names with pride.
All honor to the boy who is
A man at heart, I say;
Whose legend on his shield is this:
"Right always wins the day."—*Golden Days*.

For the SCHOOL JOURNAL.

WORK.

FOR DECLAMATION.

There are people who despise work, who look with scorn upon an honest workman. The world could get along without such people far better than it could without the workman. What would the world do without the workman? If bakers stopped baking, the farmer stopped ploughing, the gardener gave up gardening, the tailor stopped sewing, the sailor refused to go to sea, because all of these things are hard work? A pretty pass we should come to. Somebody must work; if there were no workmen to do it, dandies would have to work or die. We were made to work, and we are well paid for it, too. No matter what a man makes up his mind to have, by working for it he can get it. Abraham Lincoln was once asked how he acquired his remarkable faculty of putting things together. "You are quite right," he said, "I did acquire it, I *worked* for it. When I was a youth, nothing made so mad as to have a man say a thing I couldn't understand. I went to my room, shut myself in, and stayed till, by walking back and forth, I had picked to pieces what I heard, and then recast it in perfectly simple language." The world has only a smile of ridicule for the dandies and their sunflowers; it bestows its highest honors upon the men who have worked hard for a noble purpose.

GOLDEN THOUGHTS.

(These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.)

"THINK truly, and thy thought
Shall be a fruitful seed."

LIFE is not so short but there is always time for courtesy.—EMERSON.

He that keeps his temper is better than he that can keep a carriage.

THE weak sinews become strong by their conflict with difficulties.—DR. CHAPIN.

BRAVE actions are the substance of life, and good sayings the ornament of it.

IDLENESS is the dead sea which swallows all virtues—the self-made sepulchre of a living man.

TIME never passes so slowly and tediously as to the idle and listless. The best cure for dullness is to keep busy.

A PERSON who tells you the faults of others intends to tell others of your faults. Have a care how you listen.

WHEN we meet men of worth we should think of equalling them; when we see men of contrary character, we should turn inward and examine ourselves. CONFUCIUS.

You have heard of the snake in the grass, my boy,
Of the terrible snake in the grass,
But now you must know.
Man's deadliest foe
Is a snake of a different class, alas!
'Tis the venomous snake in the glass.

—J. G. Saxe

WHAT CONGRESS IS DOING.

The Senate passed the Agricultural Appropriation bill, several bills providing for public buildings, a bill making the Cantilever Bridge over Niagara River a post route, amended and passed the House bill establishing a Bureau of Labor Statistics.

The House refused to abolish discriminating duties on works of art; passed the Consular and Diplomatic, the Army, and District of Columbia Appropriation bills, and decided the English-Peelle contest in favor of English. A committee was appointed to investigate the conduct of Mr. English, Sen., who, it is alleged, secured his son's case by lobbying.

NEWS OF THE WEEK.

May 20.—A riot occurred between the people and Government troops in Mexico.—A mass meeting of prominent New York business men, who favor President Arthur's nomination was held at Cooper Union. Addresses were made by Henry Ward Beecher, and others.

May 21.—A statue of Martin Luther was unveiled in Washington.—A military railway is to be constructed across the desert to Khartoum.—An entertainment in honor of the sculptor Bartholdi; was given in Paris.

May 22.—Ferdinand Ward, Gen. Grant's dishonest partner was arrested.—The Alert sailed from St. John's.—Among the injured, in an accident on the New York Central R. R., near Rochester, was the Prince Imperial of Japan.

May 23.—The French brig *Senorine* sank off the Great Banks, 93 lives lost.—The Presbyterian General Assembly adopted resolutions in favor of temperance.

May 24.—The Queen's birthday was observed quietly owing to Prince Leopold's death.

May 25.—The Egyptian Conference, it is reported, will meet in June.

May 26.—Mlle. Colombier has been sentenced to three months imprisonment for publishing "Sarah Baarum."

INTERESTING FACTS.

THE revision of the Old Testament will be finished in July, and published next autumn.

It is said that patents have been granted a Connecticut man for a process by which beautiful and good wearing carpets are made out of paper.

A FRENCH electrician has invented a new sounding lead, which tells the exact moment of its reaching the bottom by means of an electric bell.

AN embassy from Siam is visiting the United States. The king has felt so great interest in this country, and desire to know more of its manufactures, that he has resolved several times to visit us himself. He decided, however, to send his brother and a few other important Siamese gentlemen first. They have been welcomed with many honors.

THE largest gun ever cast in this country was cast at Boston recently. It was ordered by the government. When finished it will be about thirty feet in length, of 12-inch rifle-bore, and will weigh 212,000 pounds. The cost of the gun will be \$28,000, or about one-half the sum a steel gun would have cost. It is calculated to be able to throw a projectile a distance of six miles.

QUEEN Victoria has allowed a local photographer to take a group of herself, her daughter the Crown Princess of Germany, her grand-daughter the Princess of Saxe-Meiningen, and her great-grand-daughter, the Princess Fedora, of Saxe-Meiningen, aged five years; a group which includes four generations in the female line.

REMARKABLE TRICYCLING.—For fifteen years the city weigher of Salem has suffered with paralysis in both legs, making it impossible for him to walk unaided, or to lift his legs, and even with the aid of a crutch it was exceedingly hard to drag himself along. As an experiment, he was advised to try tricycling. Incredible as it may seem, he became a tricyclist and can propel his machine as well as many who have the perfect use of their legs. He has sufficient strength to push down upon the pedals, and as one pedal goes down, the other pedal lifts the other leg. He rides his Columbia tricycle to and from his office daily, and has ridden all over the city, attracting great attention, for he is one of the old pioneer ship captains of Salem, and is personally acquainted with almost everybody in the neighborhood. Recently he made a trip to Swampscott on his tricycle, a distance, out and back, of eight miles, but he was assisted by a bicyclist, who, connecting the bicycle and tricycle by a rope, towed him part of the distance. The city authorities contemplate erecting a little house for the machine near his office.—*Boston Herald.*

A GOOD deed is never lost; he who sows courtesy reaps friendship, and he who plants kindness gathers love. Plasure bestowed upon a grateful mind was never sterile, but generally gratitude begets reward.—*Basil.*

EDUCATIONAL NOTES.

NEW YORK CITY.

At the last meeting of the Kindergarten Association of New York, the elections were as follows: Mrs. Harris, President; Miss Mackintosh, Cor. Sec.; Miss Schwedler Rec. Sec. Dr. Phelps, Miss Dellevie, Mrs. Fuller, Miss More, Miss Mackintosh and Miss Schwedler were nominated a Board of Directors. First meeting in fall will take place Thursday, Oct. 16th, 4 P.M. at 109 West 54th street. A social meeting will be held once every month. Lectures will be given on special subjects. Questions on the development of children and the arrangement of the Kindergarten occupations, games, stories, etc., will be discussed, as suggested by the directors.

ELSEWHERE.

IOWA.—A Superintendents' Convention is to be held at Okoboji Lakes, June 3-10, 1884.

MISSOURI.—A Normal Institute will be held at Tarkio, beginning July 28, 1884, and continuing four weeks.

THE HARCING Co. Agricultural Association includes an education exhibit in its program. A circular containing list of premiums is issued.

MARTHA'S VINEYARD.—The Normal Training Classes of Modern Languages for Teachers will be conducted by Dr. Rosenthal. Teachers with a fair grammatical knowledge may graduate after one term and will then be assisted to profitable employment.

MISSOURI.—Carrollton voted in favor of building a ten thousand dollar school-house. There were only twenty-two votes against the proposition. This, in addition to the other buildings owned by the Carrollton district, will give this town the best of school facilities.

THE recent rowdism and paper-wad battles at Columbia College has been well telegraphed over the country. It was Columbia College, wasn't it, which decided not to admit women-student, on the ground that it would lower the intellectual standing?—*Penn. Teacher.*

CALIFORNIA.—The San Francisco Board of Education has omitted this year the annual examination treadmill. All promotions are to be made on the judgment of the respective principals of the schools, who will, of course, reinforce their own judgment by consultation with the class teachers.

ON Wednesday, May 7th, at Norwich, Conn., occurred the death of Mr. Tohn F. Slater, a large manufacturer and noted philanthropist. At the close of the rebellion he placed in the hands of trustees \$1,000,000, known as "The Slater Fund," the interest of which is devoted to the education of the colored people.

THE National Temperance Society will submit to both the Republican and Democratic National Conventions a demand that a plank be inserted in the platform pledging the submission of a national Prohibitory Amendment to the Federal Constitution to the vote of the States.

IOWA.—The Morning Sun school was the scene of a dreadful tragedy recently. The opening of a window caused an interchange of words and hard feeling between two boys of sixteen, which terminated in a scuffle at recess, when the smaller of the two drew a pistol and fatally shot the other. Too much pernicious literature was the traceable cause of this fearful lesson to boys.

HOBOKEN, N. J.—The teachers of the city maintain a professional library by a regular yearly tax on every teacher. In this library are all the best works on pedagogics and other educational and reference books. The number of volumes which any teacher may draw out is not limited. Many of the teachers read regularly, and derive great benefit from it.

IOWA.—J. R. Elliott, superintendent of Osceola county is pushing forward a grand work. An agent writes: I see a very great change is going on. The last institute was especially valuable. The teachers took away the work with them. Many are not only striving for, but have actually attained a very high standard. Supt. Elliott says: "The reading of the JOURNAL is bearing rich fruit, as the fire kindled at the institute is kept alive by its regular appearance." Osceola has now a set of teachers in the field that any county may be proud of.

PROF. JOHN OGDEN.—Prof. Ogden, York, Pa., has arranged to give a lecture and lesson course for teachers in graded schools, and others, on Practical Psychology, and Kindergarten Occupations for Primary Schools. A written course, for evenings: 1. The Laws of Early Childhood.—The Babe. 2. The Eye and the Ear as Avenues of Thought. 3. The Tongue and the Hand—Incipient Language. 4. The Philosophy and Significance of Plays and Amusements. 5. Self-Help, or Education by Work; to be illustrated by daily lessons in primary grades, using the Kindergarten gifts and occupations. Also a course in Physiology and Hygiene.

NATIONAL EDUCATION ASSOCIATION.—The managers have decided to call a Convention of Elementary Music Teachers, at Madison, Wis., July 16th, 17th and 18th, in order to enable the superintendents, principals, and teachers of day schools throughout the country to judge the merits of the various methods of teaching music. The following gentlemen have been assigned as leaders of the debate, representing the three principal systems of instruction: Mr. Luther Whiting Mason, representing the movable Do; Mr. O. Blackman, of Chicago, the fixed Do; and Mr. Theodore F. Seward, of New York, the Tonic Sol-fa system. Dr. D. B. Hagan, Salem Normal School, has consented to preside at this convention.

NORTH CAROLINA.—Durham has a public-spirited citizen, J. S. Carr, who gave a lot worth \$3,000 for a site for a graded school; then the adjoining lot was

purchased, and now a \$15,000 building is to be erected. Twenty years ago there were hardly twenty houses in the place, and now it takes \$25,000 to buy a lot and build a school-house large enough to accommodate its children. Howard county, with the prospect of the "Chautauqua" in her midst, is waking up. The citizens throughout the county are enthusiastically interested in education.

The Chautauqua meeting will be held at Waynerville, White Sulphur Springs, for two weeks, commencing June 16th; the time will be occupied by lectures and discussions upon educational matters, interspersed with music, games, mountain excursions and fishing trips. At the end of two weeks opportunity will be given to all teachers to spend the remaining two weeks at the Franklin Normal School or return to the Normal School at Newton, Wilson, Elizabeth City, or Chapel Hill. The Wake Co. Teachers' Association were held at Raleigh, March 22d.

NEW YORK, ONTARIO AND WESTERN RAILWAY.—The night lines of the N. Y. N. & W. Ry., have again been put on, making, however, much better time than they did last year. The train leaving New York at 7:00 p. m. arrives at Oswego at 7:50 a. m.; and the train leaving Oswego at 5:35 p. m., arrives in New York at 6:50 a. m. The trains are equipped with Pullman palace sleeping cars, surpassing in elegance and comfort all cars hitherto employed in the public service. The first-class coaches are models of beauty, the aisles carpeted, toilet rooms in each car supplied with all the toilet requisites found in parlor or sleeping cars. At Oneida connections are made with the West Shore for the west. Since these trains have been running, those west-bound have carried on an average over sixty through passengers per day for points beyond Chicago. Connections are made at Jersey City, in Union Station, with the Penn. R. R., from and to Philadelphia, Washington, Baltimore, etc. During the summer season the palace steamer *Ontario* will run from Oswego to the Thousand Islands exclusively in connection with the N. Y. O. & W. Ry., forming a new line to this lovely resort. The steamer will leave Oswego at 8:15 a. m., upon the arrival of the night line, run across the lake to Kingston, and down through the entire length of the Thousand Islands to Alexandria Bay. This cool, delightful morning sail across the blue waters of Lake Ontario, adds a very attractive feature to this route. These night trains will be found very convenient for business men throughout the interior of the State.

THE NATIONAL ASSOCIATION.—The Michigan Central Railroad offers special rates. Those residing at points on or near the line of the Michigan Central Railroad, or any of its branches, can obtain excursion tickets to Chicago at one fare and a third for the round trip at any of the following named stations: Buffalo, N. Y., 57 Exchange Street, or Exchange Street Depot; Niagara Falls, N. Y., and Ont.; Hagersville, Ont.; St. Thomas, Ont.; Detroit, Mich.; Ann Arbor, Mich.; Ypsilanti, Mich.; Jackson, Mich.; Bay City, Mich.; East Saginaw, Mich.; Saginaw City, Mich.; Lansing, Mich.; Battle Creek, Mich.; Kalamazoo, Mich.; Cassopolis, Mich.; Niles, Mich.; Grand Rapids, Mich.; Michigan City, Ind. At points not named above, if application be made in advance to O. W. Ruggles, Chicago, he will arrange to grant the reduction. These excursion tickets will be sold from July 10th to July 15th inclusive, and will be good for return until July 31st inclusive. Parties desiring to remain longer than this limit can do so by applying to W. D. Parker, Secretary, who has authority to extend the limit of Michigan Central tickets. The trains of the Michigan Central R. R. run from Exchange Street Depot, Buffalo, through Niagara Falls, N. Y., over the Steel Cantilever Bridge across Niagara River, and pass along the Canadian bank within a stone's throw of the great Cataract of Niagara, affording passengers an excellent view of the Falls without leaving their seats. Palace sleeping cars run through to Chicago without change from New York, Boston, Syracuse, Albany, Buffalo, Niagara Falls, Toronto, Detroit, Bay City, Saginaw, Grand Rapids, and intermediate points. The trains enter Chicago along the lake front, which is the only entry giving travelers an idea of the immensity of the city and the beauty of its residences, drives, parks, and boulevards. The express trains are accompanied by dining cars in which meals are served that equal in excellence those served by the best hotels in the country, while the price is placed at 75 cents each.

NORMAL PARK.—The visit of the editor of the SCHOOL JOURNAL to the Normal School was greatly appreciated by the members of the Faculty and the students. His remarks stirred the hearts of his hearers. One member of the Faculty remarked, "The amount of work that Mr. Kellogg has done for the schools of this country will continue to bear fruit long after he has passed away." His careful and thoughtful inspection of the school was the subject of remarks by the pupils; they felt he comprehended the work we are doing. During the past week the usual large number of visitors have made their appearance; some are pleased, and some criticize us adversely. The principal event of the week was a series of three talks to the Normal pupils on Form, by Professor Hallman, of La Porte, Ind. (One or more of these talks will appear in the JOURNAL.) The President of the School Board of Muskegon, Mich., two of the Directors, and the Principal of the School, were among the visitors of the week. They are strongly in sympathy with the New Education. On Friday afternoon all the pupils of the School were marched from their separate rooms by their respective captains and drilled for a short time by Colonel Parker, after which they were commanded to charge upon the enemy (brush, sticks, paper, etc., defacing the appearance of the yard) and bring them to prison (an excavated place for rubbish). The sport—or such it appeared to be—was enjoyed by all, teachers and pupils, old or young. To a

stranger. It might have seemed out of place for the soft hands of well-dressed ladies to pick up chips, etc.; but the pupils of this school do not hesitate to chop trees, plant potatoes, rake leaves, and dig in the ground; thus they serve Nature, and Nature is next to Humanity. On Friday of this week, the Senior Class will hold a mock Republican Nominating Convention. On Saturday the annual Tree-planting Festival will take place. The prospects are that there will be quite a delegation from here to Madison, in July. The Summer Institute bids fair to largely attend. On last Saturday evening Colonel Parker entertained a number of the Veteran Soldiers' Club of Englewood. He does not forget the days of "Auld Lang Syne." The Chicago Times refers to Colonel Parker's talk at the Cook County Teachers' Association, on arithmetic, and thinks he was worsted. The Tribune, Inter-Ocean, and Englewood Eye, endorse his views and think he had the best of it. A warm welcome was extended to Thos. M. Balliet, a scholar, gentleman, and genial teacher. He resigned the superintendence of schools, Carbon Co., Pa., to accept a position as a member of our Faculty.

AMERICAN INSTITUTE OF INSTRUCTION.—The fifty-fifth annual meeting will be held at Cottage City, Martha's Vineyard, Mass., beginning Monday evening, July 7th, and continuing through July 8th, 9th and 10th. Among the subjects to be discussed by practical educators are these, e.g., Text-Books and Oral Instruction; Industrial Training: How to Teach Morals; How to Teach the English Language; How to Teach Citizenship, Geography, Natural History, etc. State Supt. Dickinson of Mass., Dr. Wm. T. Harris, Dr. G. Strinley Hall, Pres. Bucham, Prof. A. S. Hill, Prof. C. T. Winchester, and others will deliver addresses.

2. Delightful excursions, conducted by a gentleman thoroughly conversant with locality, who will point out and explain all matters of special interest. a. To Gay Head, the scene of the "City of Columbus" disaster, famous for its Indians, its geology, its lighthouse, its many-colored clays, its grand ocean scenery, and its curious legends. Prof. Dwight of Vassar College, and R. L. Pease of Edgartown, conductors. b. To Plymouth, with its Forefathers' Rock, its Burial Hill, its Pilgrim Hall, full of precious relics and paintings. Supt. Adams of Plymouth, conductor. c. To Newport, whose Revolutionary memories, magnificent beach and turf, etc., will be attractions. Supt. Littlefield of Newport, conductor. d. To Nantucket, whose quaint architecture, rich museum of curiosities, e. To New York and the Hudson River by the fine steamers "Bristol," "Providence," and "Pilgrim." 3. An unprecedented reduction in railroad and hotel rates. E.g., round-trip tickets, for Institute members, from Boston, \$2.00; from New York, \$5.00; prices per day at hotels as follows: Sea View, H. M. Brownell, New Bedford, \$1.00 to \$1.50; Wesley's (A. G. Wesley), Cottage City, \$1.25; Central, Chester Hall, 88 Hancock street, Boston, \$1.50; Pawnee, S. P. Howard, Brockton, Mass., \$1.50; Grover, L. F. Abbott, 504½ Tremont street, Boston, \$1.50; Park, Mrs. Wm. Brodhead, Stevens House, N. Y. City, \$1.00; Pierce Villa, Mrs. S. A. Pierce, Cottage City, \$1.50; Temple, Mrs. C. D. Simmons, 28 Warwick street, Boston, \$1.25; Rice's, Capt. B. F. Rice, Cottage City; 75 cts. to \$1.00; Morrison's, Miss J. Morrison, 29 Milford street, Boston, \$1.00. The first four hotels, and probably all the rest, will make liberal reductions to American Institute members till August. Write to one of them and engage rooms early.

4. The Martha's Vineyard Summer Institute, with twenty-two departments of study, and twenty-nine instructors, will begin its sessions on the Monday following the close of the American Institute, affording rare facilities for vacation study. For its circular address its business agent, B. W. Putnam, Jamaica Plain, Mass.

5. Unequaled facilities for rest and recreation. Seabathing, fishing, boating, yachting, clam-baking, roller skating, lawn tennis, croquet and innocent amusements of every kind, with absolute freedom from nuisances. Winslow's magnificent roller skating rink will be free to all American Institute members, and to no others, during the season. Cottage City is one of the most quiet and beautiful of the great seaside resorts of America.

6. Buy a round-trip American Institute excursion ticket, pay your membership fee of \$1.00 on arrival, receive the Treasurer's certificate and his stamp on your ticket, and you will be entitled to reduced rates, the volume of proceedings, and all the privileges of the Institute. If unable to attend, you can retain membership by sending \$1.00 to the Treasurer, James W. Webster, Boston.

FOREIGN.

In Russia 90 per cent. of the population can neither read nor write, in Great Britain and Ireland 46 per cent., in China 23 per cent., in the United States 20 per cent., in Japan 16 per cent., in Germany 12 per cent.

ITALY.—The school law states that if the people live at a distance of two kilometers from a school they need not be required to send their children. As the parents are illiterate themselves, they see no special reason for giving an education to their little folks. In winter it is too far to send them in the cold; in the summer it is too hot and dusty. The priests often uphold them in this, and the teachers are so poorly paid—500 francs the minimum for men, 350 francs for women—that they have no interest in bringing together more pupils. July 15, 1877, school attendance was made obligatory, but this law is but a dead letter on the statute books. If a school tax is levied the people try to pay it as they do other taxes. If fines for non-attendance are imposed upon them they still pay. Farther than this they don't want to be bothered. The general inference is that nearly 50 per cent. can neither read nor write.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:
1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

"Where shall the reform begin?" The JOURNAL answers with the county official. He must train his own teachers; but who shall train him? Were he willing, sometimes the law stands in his way. In this state he is not permitted to have a voice in the choice of instructor for the county institute, but is expected to act as a sort of clerk and janitor. In this state he is expected to license any respectable anybody, without regard to age, who can answer anywhere from fifty per cent. upwards of the most ordinary questions in the common school course, and it is about the same elsewhere. Yet the reform must begin where the JOURNAL suggests. 1. Give the county official more power. 2. Permit none to be licensed under twenty-one years of age. 3. Make a course of training, either in a normal school or county normal institute, a prerequisite to license. 4. Do not require annual examinations, but give the county official power to revoke the license for want of success in teaching or for immorality.

J. N. DAVID.

[This is a most important theme Supt. David must batter away for reform; let him take the responsibility of (1) raising the standing; (2) of starting a training school; (3) of laying out a course of reading. Great is the power of American sense. Parade it and the triple gates of ignorance will give way.—Ed.]

1. Is the back seat in a school-room considered the most honorable?
2. Is the front seat in a church or any other public building considered the most honorable?
3. Why are the following sentences wrong:
a. No less than ten persons were killed.
b. Vegetables are plenty.
c. Send me a dispatch.
d. I meant to call there last night.
e. The river bank has overflowed.
f. Kate seldom, if ever, uses the wrong word.
g. It was no use to ask him.
h. One of the three.

[(1). Some teachers try to make it so. (2). Yes, usually. (3). a. Not less, etc. b. Are plentiful. c. Send me a message. d. To have called. e. The river bank is overflowed. f. Kate seldom or never, etc. h. It was of, etc. i. Right, of.—Ed.]

(1). Please tell through the letter column of the JOURNAL how the word *vain* is parsed in the following: "Ten thousand fleets sweep over thee in vain."

(2). Would a ball dropped into a hole, as described in the last JOURNAL, not stop at the centre of the earth after a while. I think that after it started the attraction ahead of it would constantly decrease, while the attraction behind the ball would increase thus and to stop the ball. So it would vibrate back and forth across the centre until the gravitation on all sides becomes equal.

C. C.

[(1). "In vain" is an adverbial phrase, modifying sweep. "Vain" itself is the object of "in." (2). It was with doubt that this query was admitted. We propose to let balls dropped through a hole in the earth alone while children are wasting their best years in so many school-rooms.—Ed.]

The SCHOOL JOURNAL comes filled with stirring ideas every week. It is helping me every day in my school work. I see in the issue of April 10th, "your notices of the works of Funk & Wagnalls." Please state in the JOURNAL what you think of their "Standard Library" for a teacher's reading. In a case where no course is laid down by the County Institute, would you recommend it. Together with such as the JOURNAL, Parker's Words, and Payne's Lectures on Education?

[This library contains some excellent books on general culture, but it is not fitted for teachers who need to educate themselves. The teacher needs (1), Professional works; (2), educative works; (3), science; (4), history; (5), biography; (6), lectures; (7), art, etc. He must have standard works, and not accumulate a lot of books that have no special bearing on his profession.—Ed.]

Will you answer the following questions?

1. Are the following expressions correct?
a. He that as it may.
b. He is likely to be.
c. I would rather not.
d. This shop for rent.
e. I don't know, but I shall sail.
f. This kind of grapes is not good.
2. Why are the following wrong?
a. I have drunk.
b. A new pair of shoes.
c. I fear I shall discommode you.
d. The other one.
3. How did the expression "Get there, Eli, originate, and what does it mean?"

ANNIE SNOW.

I would prefer that the casket of jewels sent to me monthly in the TEACHERS' INSTITUTE should be in form of a magazine; then I could preserve them longer.

R. G. R.

Books, May, 1884.

HARPER & BROTHERS, NEW YORK.

John Holdsworth, Chief Mate. A novel. W. Clark Russell. 4to, paper, 30 cts.

No. 379 in Harper's Franklin-Square Library.

Wendell Phillips. George William Curtis. 8vo, paper, 25 cts.

A eulogy delivered before the municipal authorities of Boston, Mass., April 18th, 1884.

Chinese Gordon. Archibald Forbes. 4to, paper, 20 cts.

A succinct record of his life, with illustrations, including a double-page bird's-eye map of the Nile and the Egyptian Sudan.

Bacon. R. W. Church. 12mo, cloth, 75 cts.

Latest issue in "English Men of Letters."

D. APPLETON & CO., NEW YORK.

The Parlor Muse. 18mo, 30 cts.

Selections of that ray and gallant order that make true verse de sociis, and represent the best writers of this kind of verse.

The Story of the Coup d'Etat. M. de Maupas. Translated, with notes, by A. D. Vandam. One vol., 12mo, cloth, \$1.75.

The author of the work was one of the managing directors in the coup d'etat which, in Dec. 1852, placed Louis Napoleon on the throne of France. The history of one of the most daring strokes in history is now, for the first time, given to the world with a fullness of detail which M. de Maupas was alone able to furnish.

Prose Writings of William Cullen Bryant. Edited by Parke Godwin. In two vols., square 8vo, cloth, gilt top, \$6.00.

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HOUGHTON, MIFFLIN & CO., BOSTON.

A Roman Singer. A novel. F. Marion Crawford. 16mo, \$1.25.

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At Home in Italy. E. D. R. Bianciardi. 16mo, \$1.25.

A charming book, giving the experiences and observations of an American lady who has lived in Italy for many years.

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Half a dozen of Mr. Stockton's best stories.

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A condensed account of the author's romantic explorations.

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LITERARY NOTES.

We always find *Harper's Young People* full of bright, interesting reading, pretty illustrations, and taking bits of verse. It is a pleasure to look between the covers.

We are in receipt of a neat and tasteful catalogue and price-list of artists' materials from Messrs. J. Marsching & Co. of 27 Park Place, New York. It is very attractive, inside and out.

A series of papers are now running through the *Popular Science Monthly* that are deservedly attracting wide attention. They are on the political tendencies of the age, and are of the utmost moment to the American people.

St. Nicholas for June is a bright out-of-door number. The illustrations are numerous and beautiful, especially those for "Queer Game" and "Historic Boys." The departments are full and entertaining, and altogether it is a lively, pleasing, readable number.

The literature centering about Gen. Gordon is rapidly on the increase and growing in popularity in America. His own book, so much talked about at the time of his leaving England, is to be published at once under the title, "Reflections Suggested in Palestine." The introduction to the volume was written from Khartoum.

Shaw's "New History of English Literature," already briefly noticed in these columns, is so thoroughly admirable in every respect and so exactly suited to its purpose, that it seems to be one of the indispensable books for all who desire a knowledge of the subject. No book of its kind is better calculated to meet the wants of such students, whether they be in school or out.

The National Temperance Society has just published a new temperance educational volume, entitled "Brief Notes for Temperance Teachers," by Dr. Benj. Ward Richardson. It has been prepared specially as an aid to teachers in giving scientific instruction concerning alcohol. Its price is 50 cents in cloth; 25 cents paper covers.

E. E. Hale, H. B. Stowe, "H. H.," Rose Terry Cooke, Edgar Fawcett, A. W. Tourgée, E. P. Roe, and many

other American authors are contributing to the *Continent* a series of anonymous stories called "Too True for Fiction," founded on fact; and the *Continent* offers attractive prizes to the readers who can guess which of the forty stories is by which of the two-score of authors.

S. W. Green's Son, in getting out his reprint of Forbes' sketch of Gordon, displayed remarkable enterprise. The English copy of the book reached him at 3 P.M. on Tuesday, April 23. The work was put in hand at once, and on the following morning at six o'clock perfect copies of the reprint were ready, and by noon 500 were delivered; the type-setting, printing and binding having been done in one night.

Mr. Alvin J. Johnson, who died in New York on the 22d of April, was in many ways a remarkable man. His "Encyclopædia," which cost \$350,000, he carried on entirely himself, assuming all risk of its publication, and which finally brought him a large fortune. Many stories are told of the handsome prices he paid for articles from the pens of well-known writers, and of the troubles through which he passed before the work could be put upon the market.

Edward King says that W. H. Mallock one day dropped in on Carlyle, and talked the old gentleman almost into his grave. The Scotch philosopher and historian listened imperturbably to everything that Mallock had to offer, invited him to tea, and had him to smoke in the library afterward. When at last the youthful sage took leave, Carlyle accompanied him to the door and said: "Well, good bye. I've received ye kindly because I knew your mother; but I never want to set eyes on ye again."

Mr. Cable, the New Orleans novelist, attended a Sunday-school concert in a Massachusetts town the other day, and in an address to the children said: "I have so many children at home," raising his hand and spreading out the fingers. "How many is that?" "Five," piped up a youngster. "And half of them are girls," continued Mr. Cable. "How much is half of five?" "Two and a half," reproachfully replied a little miss. "Yes,"

said the novelist, "two and a half of them are girls and the other two and a half, too—five girls."

One of the largest and most complete works of the kind in the English language is "The Standard Natural History," now being issued by S. E. Cassino & Co., Boston. It is published in sixty semi-monthly parts each of forty-eight pages, and containing two or more full-page plates and many woodcut illustrations in the text. The entire work will constitute six splendidly illustrated imperial octavo volumes, with several thousand illustrations made with the utmost scientific accuracy. The price per part is fifty cents. The editor-in-chief is John Sterling Kingsley, the advisory editors, E. D. Cope, A. S. Packard, Jr., F. W. Putnam, and the staff of writers and assistants includes some of the most eminent zoologists and scientists in America. The six volumes treat respectively of Lower Invertebrates, Arthropods, Lower Vertebrates, Birds, Mammals, and The Races of Man. This publication is a splendid enterprise; and to students and lovers of nature it is a benefaction.

NEW YORK CITY.

ART-STUDENTS' LEAGUE.—On Saturday evening last, Mr. W. M. Chase gave an informal talk to the students of the Composition class, referring particularly to summer sketching, and giving many hints to beginners about painting things within their reach and capacity. He advised the use of a hollow square of cardboard, which, held up, would enclose the bit of nature they had selected to paint. Several sizes of squares and oblongs would be useful. He advised the students to obtain the simplest kind of paraphernalia possible, so that they might not be thinking of their materials, but of the picture. Those unable to draw or paint he advised to use their eyes, thus they would be better fitted to take up the work of the winter. He strongly advised the students not to be all the time at work: when tired of a thing to drop it, and spoke of the value of seeing pictures; advised exhibitions of pictures, and to keep the mind open to receive impressions. Mr. Chase's remarks were listened to with deep interest, as he will not teach next year. He has won a warm place in the affections of the class, and given a great impulse to their studies.

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NEW PUBLICATIONS.

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HER GLORIOUS CAREER. A Novel. By Miss ANNA JENNERS. \$1.00.

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Dora Darling;

THE CHILD OF THE REGIMENT. A Novel. By Mrs. JANE G. AUSTIN. \$1.00.

*A new edition of a story which was published during the war, and found many admiring readers. Its delineations of negro character are delicious.

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*This is a most amusing manual for the use of students of French. The conversations are given both in French and in English, so that the book is really a most practical study of idiom as well as an amusing little story. It will provoke many hearty laughs, and teach a language at the same time.

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A Working handbook for Using the Microscope and Preparing Objects for Examination. By WALTER P. MANTON, M.D. Cloth 50 cents.

*This is a book, the need of which has often been felt by young students in medicine, by botany classes, and by all young naturalists generally. It presents facts without reasons, and tells how to do it instead of why. It condenses the practice of many expensive volumes on the subject.

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By WILLIAM M. DAVIS, Harvard University. Cloth, 50 cents.

*This is the first volume of the "science" series, treating of a subject which is of general interest and about which many inquiries have been raised. This text is assisted by numerous illustrations, charts and diagrams.

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An account of the community of Shakers is the substance of the next paper, and in the last is described the antecedents of a little settlement of Moravian Christians beyond the Ohio ninety years ago, and a history of its struggles and final sad fate. There is an indescribable charm in this little pocket volume. Mr. Howells' style in narrative is nearly perfect, his perceptions so quick and delicate, that it is simply a luxury to listen to all he has to say. His delightful humor pervades the account of Lexington through nearly every page; and it is gratifying to American pride that just this particular paper was written for an English magazine by no other than Mr. Howells. The benign assurance with which he treats social differences of England and America is refreshing.

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MAGAZINES.

The *North American Review* for June, opens with a paper by Prof. Henry Wade Rogers entitled, "Harboring Conspiracy," in which he maintains that organized assassination deserves no opportunity under any circumstances; Elizabeth Stuart Phelps treats of "The Struggle for Immortality," and Prof. W. G. Sumner of "Sociological Fallacies," showing that every man shares the benefit of every advancement and improvement in civilization. Walker Kennedy's paper on "Walt Whitman," is not in the least reverential toward the "good, gray poet," so-called, but rates him as a good gray humbug to an extent in which we thoroughly agree with him. Other papers of interest are, "Lords of Industry," by Henry D. Lloyd; "The Rise and Fall of Authority," by President J. C. Welling; and "Expert Testimony," by Rossiter Johnson, and others.

The *June Popular Science Monthly* is of especial excellence. Herbert Spencer points out the kind of mental training and the kind of knowledge that the law-maker should have, either to act upon social questions or to let them alone. Let every honest young man with political aspirations lay these principles to heart. "Evolution and Dissolution of the Nervous System," by Dr. J. Hughlings Jackson, is a remarkable article, and an allied subject is considered in a thoughtful article, "Physiology versus Metaphysics," by Walter H. Walsh, M.D. Professor Mattieu Williams continues his instructive papers on "The Chemistry of Cookery." Other noteworthy articles are "Modes of Reproduction in Plants," Byron D. Halsted; "The Pole and Wire Evil," Oliver E. Lyman; "Stethoscopy," Dr. Samuel Hart; "Coal and the Coal-Tar Colors," M. Denys Cochin; "Ensilage and Fermentation," by Manly Miles, M.D.; "Geography and the Railroads," by Dr. J. Jastrow; and "The Life-Work of Pasteur," by his son-in-law.

The *June Atlantic* brings the end of "A Roman Singer," Mr. Crawford's best story, and one of the best serials the *Atlantic* has ever printed; and two additional chapters of Dr. Weir Mitchell's excellent story, "In War Time." Richard Grant White has a second paper on "The Anatomizing of William Shakespeare," in which he pays his pungent respects to a recent critic of the Riverside Shakespeare. A letter from "An Old War Horse to a Young Politician," by William H. MacElroy, is humorous and satirical. O. B. Frothingham writes of "Washington as it Should Be;" Dr. Holmes pays a brief but hearty tribute to the late Thomas Gold Appleton, brother-in-law of Mr. Longfellow; there are poems by Dr. T. W. Parsons and Mrs. Platt; reviews of important new books, and a good Contributors' Club.

The *June Magazine of Art* has for a frontispiece "A Study," from a painting by Edward Burne-Jones; it is peculiarly attractive. The opening paper is "Fontainebleau," by Robert Louis Stevenson, with seven illustrations—a thoroughly readable article. A full-page engraving of "The Confession," painted by Theodore Poeckh, is a fine representation of that masterly work. "Some Venetian Visiting Cards," by Horatio Forbes Brown; "Sculpture at the Comédie Française," by A. Egmont Hake; "Elzevirs," by Andrew Lang; "Adolf Menzel," by Helen Zimmermann; "Le Stryge," from the etching by Meryon; "Lyon House," by Eustace Balfour; and "The New Home," from the picture by Carl Mücke, are all articles of special merit, both literary and artistic. Beautiful and striking illustrations—many of them full page—accompany the text in profusion, representing some of the masterpieces of painting. "The Chronicle of Art" and "American Art Notes" is, as usual, complete and interesting.

Lippincott's Magazine for June opens with an illustrated paper on Raglan Castle, "the finest ruin in England," and one of the richest in historical associations. W. H. Schuyler discusses the subject of "Academy Endowments," and makes a strong plea in behalf of the extension of this system. Dr. Felix L. Oswald continues his papers on "Healthy Homes." "Shakespeare's Tragedies on the Stage," describes the acting of Forrest, the elder Booth, and Macready, and contrasts their qualities and methods. "Voyaging on the Savannah," by Charles Burr Todd, and "Mimicry in Animals," by C. F. Holden, contain much that is striking and interesting. Two short serials, "The Perfect Treasure," by F. C. Baylor, and "At Last," by Annie Porter, are concluded in this number. "Winifred's Letter" and "A Railway Problem" are entertaining short stories.

BOOKS RECEIVED.

The Woman Question in Europe. Theodore Stanton, M.A. New York: G. P. Putnam's Sons. \$3.50.
The Amateur Photographer. Ellerslie Wallace, Jr., M.D. Philadelphia: Porter & Coates.
Times of Linnaeus. Z. Topellur. Chicago: Jansen, McClurg & Co. \$1.25.
Dolan's Drill Tables. (Arithmetic.) J. C. Dolan. Pittsburgh: Published by the author.
Warren Colburn's First Lessons. Boston: Houghton, Mifflin & Co. 35 cts.
Tip Lewis. "Pansy." Boston: D. Lothrop & Co. 25 cts.
Archibald Malmison. Julian Hawthorne. New York: Funk & Wagnalls. 15 cts.
Readings and Recitations: No. 5. Edited by M^{rs} L. Penney. New York: National Temperance Society.
Read's Word Lessons. Alonzo Read, A.M. New York: Clark & Maynard. 25 cts.
English Classics. New York: Clark & Maynard.
Methods of Teaching Geography. Lucretia Crocker. Boston: Boston School Supply Co.
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